

Unit Criteria
University of South Carolina Upstate

JOHNSON COLLEGE OF BUSINESS AND ECONOMICS

PART I

EVALUATION OF FACULTY PERFORMANCE

A. TEACHING EFFECTIVENESS AND INSTRUCTIONAL RESPONSIBILITIES

1. Standard

Teaching in its various forms is the primary responsibility of any faculty member; therefore, responsibility for the intellectual development of the students requires that the University maintain and reward excellence in teaching.

Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity to continue the quest for knowledge. The effective teacher exemplifies a sustained concern for teaching which is reflected in teaching materials, classroom performance, advising, and evaluation of students for subsequent coursework at the undergraduate and graduate levels. The effective teacher is continuously concerned with professional development as it properly relates to teaching efforts.

2. Criteria

The effective teacher:

- a. Carefully plans and teaches well-organized courses with clearly stated goals, objectives, and standards, utilizing high quality course materials;
- b. Maintains currency in his or her discipline;
- c. Seeks to improve and develop more effective teaching techniques and performance;
- d. Is accessible to students and provides sound advising on academic matters;
- e. Actively involves students in the classroom learning experience wherever possible and appropriate;
- f. Regularly measures student performance with appropriate materials and regularly apprises students of the results of their performance;
- g. Creates and maintains an atmosphere conducive to learning.

3. Evidence

Required:

- a. Candidate's syllabi, reading lists or bibliographies, policy statements, grading procedures, course goals, and objectives;
- b. Samples of candidate-prepared, and/or other supplementary course materials;
- c. Candidate's narrative of the evaluation period's accomplishments;
- d. Student evaluation print-out from all courses taught during the evaluation period; written comments should also be included (presented by class in reverse chronological order).

- e. A summary of the numerical portion of the student opinion polls, and a summary of the written comments of the student opinion polls; link evaluations to improvements in teaching;
- f. Provide a comparison of candidate's student opinion poll performance to the group performance;
- g. Provide grade distributions;
- h. Samples of tests, exams, essays, and/or other assignments (i.e. candidate's questions and, where appropriate, graded papers.);
- i. Advising (hours scheduled, number of students advised, participation in orientation sessions, etc.); recognition from former advisees, advisee evaluation forms;
- j. Administrative reviews.

Optional:

- k. Teaching awards, or acknowledgements;
- l. Additional discipline-specific course work;
- m. Attending professional or trade meetings, seminars, or workshops;
- n. Receiving a fellowship;
- o. Developing new courses;
- p. Developing innovative teaching materials;
- q. Participation in curriculum development and assessment;
- r. Peer evaluation of teaching;
- s. Service learning opportunities provided

B. SCHOLARSHIP, CREATIVITY AND INTELLECTUAL CONTRIBUTIONS

1. Standard

As criteria for annual review and promotion decisions, scholarship or intellectual contributions can be defined as endeavors on the part of the faculty member that lead to the discovery of new knowledge, the development of pedagogical innovative techniques, presentations at professional conferences, the publication of one's research findings and scholarly views, public scholarship, grant writing, and keeping current in one's field.

Generally, we recommend a broad interpretation of scholarship and creativity, one that accommodates the wide variety of research and intellectual interests of professors in JCBE. Specific requirements for tenure and promotion are stated in part II of this document. The following categories may be used when describing one's scholarly contributions.

2. Criteria

The professional teacher-scholar:

- a. Undertakes research
 - 1. For scholarly production; and/or
 - 2. To maintain currency in the content of courses taught; and/or
 - 3. To improve pedagogical techniques;
- b. Sustains professional contact with colleagues;
- c. Engages in continuing professional activities to upgrade and augment existing skills or develop new ones;

3. Evidence

- a. Candidate's narrative of the evaluation period's accomplishments;
- b. Evidence of scholarship and intellectual contributions include (but is not limited to) the production of
 1. Journal articles;
 2. Professionally published books;
 3. Chapters in books;
 4. Edited volumes;
 5. Review essays;
 6. Other creative works;
 7. Conference papers, presentations, and abstracts;
 8. Technical reports;
 9. Workbooks, study guides, and other published pedagogical materials;
 10. Published working papers;
 11. Grant proposals and reports;
 12. Published reports of significant service activities.Evidence of quality includes (but is not limited to) journal acceptance rates, journal rankings, impact factors, citations, evidence from Google Scholar and Research Gate.

C. SERVICE TO THE PROFESSION, COMMUNITY, AND THE INSTITUTION

1. Standard

Service to the profession, community, and the University falls within the responsibilities of a faculty member and is essential to the fulfillment of the University's responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the unit and the University.

2. Criteria

The professional educator:

- a. Is an active participant in the affairs of the school and University;
- b. Makes contributions to the profession;
- c. Provides community service.

3. Evidence

- a. Candidate's narrative of the evaluation period's accomplishments and any supporting documents the candidate wishes to submit.
- b. Service to the profession includes, but is not limited to:
 1. Serving as an officer or a member of a board or committee of a national, regional, or state professional organization;
 2. Serving on an editorial board of scholarly journal;
 3. Reviewing manuscripts for journals and publishers; evaluating proposals for granting agencies; serving as track chair;
 4. Reviewing manuscripts for conferences, chairing, serving as a discussant on a panel at professional meetings, or serving as a track chair.
- c. Service to the institution includes, but is not limited to active participation in the affairs of the department and the University through:

1. Service on standing or ad hoc committees of the school or university;
 2. Serving as faculty senate member or officer;
 3. Serving on departmental committees or offices;
 4. Serving on special committees or task forces;
 5. Advising student organizations and/or non-academic groups;
- d. Service to the community includes, but is not limited to:
1. Conducting professional workshops and seminars;
 2. Serving as a professional consultant;
 3. Making media appearances;
 4. Using professional expertise to serve local, state, and regional needs.

PART II

CRITERIA FOR APPOINTMENT AND PROMOTION FOR THE JOHNSON COLLEGE OF BUSINESS AND ECONOMICS

APPOINTMENT

For appointment as a tenure track faculty member at the rank of assistant professor or higher, candidate must submit sufficient documentation of current academic qualifications.

PROMOTION

To be eligible for the rank of associate professor, all faculty members hired must have an earned doctorate in the primary teaching field or an earned doctorate with a master's degree in the primary teaching field or an earned doctorate in another field and be qualified via an Association to Advance Collegiate Schools of Business (AACSB) bridge program.

1. A minimum of five years of relevant experience. Relevant experience should include full time teaching* experience at the rank of assistant professor and can include non-university experience related to the faculty member's teaching responsibilities. Non-university experience should be determined at the time of hire and stated in the initial letter of appointment;
2. A record of highly effective performance in teaching. The candidate provides documentation to support the criteria list in A.2. (a-g). Evidence must include items listed in A.3. (a-k) and may include items listed in A.3. (l-t). A highly effective teacher documents sustained improvement and development of his or her teaching over time. It is the responsibility of the candidate to provide convincing evidence of highly effective teaching;
3. Effective contributions in scholarship (intellectual contributions) is a minimum of three intellectual contributions of acceptable quality outlined in B.3 of this document, at least two of which must be acceptable peer reviewed journal articles, with an acceptable level of participation and number of co-authors. The intellectual contribution is to be documented by the candidate and reviewed by the Peer Review Committee as part of their review of the file;
4. A record of effective service to the school, university, community, and the profession that shows active participation in activities listed in C.3.(b-d) of this document.

An individual with the rank of professor should serve as a positive role model for other

colleagues. To be eligible for the rank of professor, all faculty must have an earned doctorate in the primary teaching field or an earned doctorate with a master's degree in the primary teaching field or an earned doctorate in another field and be qualified via an AACSB bridge program.

1. A minimum of nine years of relevant experience. Relevant experience should include full time teaching* experience, with at least three years of experience at the rank of associate professor, and can include non-university experience related to the faculty member's teaching responsibilities. Non-university experience should be determined at the time of hire and stated in the initial letter of appointment;
2. A record of excellence in teaching. The candidate provides documentation to support the criteria listed in A.2. (a-g). Evidence must include items listed in A.3. (a-k) and may include items listed in A.3. (l-t). Evidence should be consistent with the professor serving as a role model for other colleagues, and show continuous development. It is the responsibility of the candidate to provide convincing evidence of excellence in teaching;
3. A record of highly effective contributions to scholarship or service, with effective in the other category.
4. A record of effective contributions in scholarship (intellectual contributions) must include at least six intellectual contributions of acceptable quality with at least two as an associate professor from among those outlined in B.3.b of this document, both of which must be journal articles with an acceptable level of participation and number of co-authors. The intellectual contribution is to be documented by the candidate and reviewed by the Peer Review Committee as part of their review of the file;
5. A record of highly effective contributions in scholarship (intellectual contributions) must include at least six intellectual contributions of acceptable quality with at least three as an associate professor from among those outlined in B.3.b of this document, at least two of which must be journal articles with an acceptable level of participation and number of co-authors. The intellectual contribution is to be documented by the candidate and reviewed by the Peer Review Committee as part of their review of the file;
6. A record of effective service to the school, university, community, and the profession that shows active participation and leadership roles in activities listed in C.3. (b-d) of this document. The service contribution is to be documented by the candidate and reviewed by the Peer Review Committee as part of their review of the file;
7. A record of highly effective service to the school, university, community, and the profession that shows significant active participation and leadership roles in activities listed in C.3. (b-d) of this document. The service contribution is to be documented by the candidate and reviewed by the Peer Review Committee as part of their review of the file;

* Full time teaching is defined as six or more hours teaching load per semester.

Approved by JCBE 5/4/98; revised 4/17/2000; revised by JCBE Faculty 1/11/07

Revisions approved by University Promotion and Tenure Committee 2/14/07; Updated (name change only) 4/08; revised 4/18/2014; **revised 4/13/18.**